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ABSTRACT

This document reports briefly on the status of vocational education in West Virginia during 1987-88, as reported by the West Virginia State Council on Vocational Education. It summarizes the duties of the council, presents an overview of the number of students enrolled and the number of vocational programs in the state, and commends exemplary programs. It also analyzes briefly the involvement of vocational education with the private sector and with the Job Training Partnership Act. A financial outline highlights the methods for allocating vocational funds, a financial analysis of vocational programs, and an assessment of the distribution of funds. Improvements in vocational education during the year are noted, and recommendations for further action are made. They include creating reimbursement formulas for adult vocational education, reviewing the procedures for enrolling adults in technical colleges, developing guidance programs, ensuring the enrollment of disadvantaged students in vocational education, developing strategies for the dissemination of information about student financial aid, and establishing technical advisory committees. Summaries of studies concerning the coordination of the West Virginia vocational education program with the Job Training Partnership Act and the Carl D. Perkins Vocational Education Act are provided. (KC)

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SIXTEENTH ANNUAL REPORT

OF THE

WEST VIRGINIA

STATE COUNCIL ON VOCATIONAL EDUCATION

West Virginia State Council
on Vocational Education
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The **WEST VIRGINIA STATE COUNCIL ON VOCATIONAL EDUCATION** is a federally mandated policy advisory body created by Public Law 98-524 and the Carl Perkins Vocational Education Act of 1984, Title I, Part B, Section 112.

The thirteen council members are appointed by the Governor. The majority of the members and the chair of the council must come from the private sector. The council members represent the state geographically.

The council's recommendations are intended to improve the delivery and quality of vocational education in West Virginia.

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INTRODUCTION

The West Virginia Council on Vocational Education is an advisory body established under provisions of the Carl D. Perkins Vocational Education Act of 1984. The thirteen members of the council are appointed by the Governor of West Virginia and represent business and industry, agriculture, and education. Duties of the Council include:

- Meeting with the state board or its representatives during the planning year to advise on the development of the state plan for vocational education.
- Providing advice to the state board and making reports to the governor, the business community, and the general public concerning:
  - (1) Policies the state should pursue to strengthen vocational education
  - (2) Initiatives and methods the private sector could undertake to assist in the modernization of vocational education programs
  - (3) The distribution of all vocational education funds in the state and the availability of vocational education activities and services within the state
  - (4) Establishment of evaluation criteria for vocational programs
  - (5) Use of business concerns and labor organizations in conducting vocational education programs
  - (6) Distribution of financial assistance under the Carl D. Perkins Vocational Education Act, particularly between secondary and postsecondary programs
  - (7) Participation of the public in the provision of vocational education at the local level
  - (8) Equal access to vocational programs by women, minorities, and students with special needs
  - (9) Effectiveness of the coordination between vocational education and services available through the Job Training Partnership Act

The West Virginia Council on Vocational Education is very appreciative of the cooperative working relationship maintained with the Bureau of Vocational, Technical and Adult Education, the West Virginia Board of Regents, and with local vocational education administrators throughout the state.

STATUS OF VOCATIONAL EDUCATION IN WEST VIRGINIA

Quality vocational education programs, within reasonable commuting distances, are available to every resident of West Virginia. Curricula are modified continually in an effort to better meet the changing technology in the workplace, and modern, well-equipped facilities are available throughout the state.

During 1987-88, 2,225 programs of vocational education were in operation in 380 facilities in the state. Of these, 1,859 were conducted in schools operated by county boards of education, 11 were in state schools for the physically handicapped, and 355 were in state or community colleges. In addition, approximately 2,600 part-time classes for adults in need of training or retraining were offered.

Enrollment for the 1987-88 school year totaled more than 188,000.

Secondary	98,906
Postsecondary (college)	13,202
Adult Preparatory	4,831
Adult Part-time	44,785
JTPA (excluding 558 individual referrals included in totals above)	5,891
Adult Basic Education	20,738
Total	188,353

Included in enrollment figures above are 1,323 adults who were served through the Services to Business and Industry program, formerly New and Expanding Industry Training (NEIT), operated by the Bureau of Vocational, Technical and Adult Education in cooperation with local school systems and various business and industrial firms throughout the state.

Excluding centers devoted exclusively to Adult Basic Education and/or part-time adult classes, 380 different facilities in 55 counties offered at least one program of vocational education at the secondary, postsecondary or adult levels.

Facilities with five or more occupational programs:

County vocational centers	21
Multi-county vocational centers	7
Comprehensive high schools	26
Special schools for physically handicapped	2
State or community colleges	11

Facilities with fewer than five occupational programs:

County vocational center	1
State or community colleges	3
Junior, middle or high schools	309
Total	380

Status of Vocational Education in West Virginia

Equal access to vocational education programs is uniformly available throughout the state to individuals who are handicapped or disadvantaged, or who are adults in need of training and/or retraining. Each eligible recipient annually files with the Bureau of Vocational, Technical and Adult Education an assurance that states: "Equal opportunities in vocational education programs will be provided to persons without discrimination because of race, sex, religious preference, national origin, or handicap." An additional assurance, supported by copies of letters to appropriate institutions, states: "The applicant has made provisions for participation of students enrolled in nonprofit private schools in the area whose educational needs are of the type which the program or project is to meet."

Annual desk-audits relating to civil rights and nondiscrimination, as well as on-site reviews by representatives of the Bureau, have found no evidence of discriminatory practices by any eligible recipient. During FY-88, no valid complaints of discrimination were reported to the Bureau.

Services to persons incarcerated in correctional facilities is a responsibility of the West Virginia Board of Education. Where correctional facilities exist, inmates who may leave the grounds are afforded the opportunity for training at vocational centers in the area, usually during non-school hours, in cooperation with the West Virginia Department of Corrections and local boards of education. In some instances, classes such as remedial education in basic skills are taught within the confines of the correctional institutions and, if facilities and equipment are available, occupational training may also be offered at the correctional facility.

A full-time professional is employed by the state department of education to assure that sex discrimination does not occur anywhere in vocational education, and that efforts are made to reduce sex bias and stereotyping. Grants are offered each local educational agency to provide financial assistance for women who need and want vocational training, and to assist in defraying costs associated with sex equity efforts.

COMMENDATIONS

The West Virginia council on Vocational Education finds much in vocational education, at both state and local levels, worthy of commendation. Every program or activity cannot be listed; however, the Council has selected a few outstanding programs or activities for this special commendation:

The energetic and determined efforts by the Bureau of Vocational, Technical and Adult Education and local educational agencies to implement as soon as possible the objectives set forth in the report by the state committee for Redesign and Refocus of Vocational Education.

The continuing cooperation between administrators of vocational and Job Training Partnership Act programs and activities, with a special commendation of the summer youth remedial programs.

Innovative approaches to vocational education, such as the establishment of a hydroponics program at St. Marys High School, development of a program of entrepreneurship training, and use of satellite transmission for video instruction and workshops.

The willingness of vocational education to be accountable, as evidenced by the establishment of new policies requiring that each classroom instructor maintain an average of 15 students, as weighted, per period, and the requirement for at least 60% positive placement (employed, in the military, or continuing education) of the students completing a program.

Continuing efforts by the Bureau of Vocational, Technical and Adult Education, supported unhesitatingly by local school administrators, to guarantee that vocational programs in the state are available to every person, without regard to race, creed, or handicapping condition. Of particular merit is the system of desk audits and on-site visitations used to monitor every vocational program in the state.

The leadership role demonstrated by many county boards of education in the development of articulation agreements with colleges in West Virginia and adjacent states and the implementation of procedures to provide for sharing of facilities, the use of satellite video transmission for instruction, and enlarging the scope of courses for which credit may be transferred toward associate or higher degrees.

Restructuring by some county boards of education of the time requirements of vocational education curriculums in order to provide more flexibility for enrollment and to provide each student an opportunity to select a course of study customized to fit individual needs.

State, regional, and local leaders and administrators of programs designed to assist adults in the area of basic skills. Cooperation with volunteer organizations has contributed to the effort to provide West Virginia residents a chance to acquire the basic education skills now generally required in the labor market.

Efforts by local educational agencies to seek out and offer assistance to single parents with dependent children and homemakers who need to acquire at least entry-level skills in order to secure work. Of special merit is the effort to provide to high school dropouts in these categories an opportunity to acquire the General Equivalency Diploma while enrolled in a vocational training program.

The determination of state and local administrators to fully utilize federal funds available under the Carl D. Perkins Vocational Education Act for services to handicapped and disadvantaged students, and to find the required matching dollars for these set-aside funds.

Commendations

The increasing use of partnerships between the business community and vocational education in maximizing resources available to provide technical training of West Virginia residents.

The Bureau of Vocational, Technical and Adult Education and the West Virginia Board of Regents for increased emphasis on the articulation of secondary and postsecondary programs.

The Bureau of Vocational, Technical and Adult Education for its continuing effort to maintain the excellent working relationship with local vocational education teachers and administrators. Of special note is the sponsorship of the West Virginia Annual Vocational Education Conference, the Academy for Vocational Administrators, and the frequent leadership and discussion sessions and workshops scheduled with local vocational education administrators.

The winners of the Governor's Awards which are presented annually to the outstanding vocational education program in three categories: adult, secondary and community colleges. The programs receiving the award in 1988 were:

Adult:	Medical Assistant	Monongalia County Vocational Technical Center
Secondary:	Computer Programming Wheeling Park High School	Ohio County
Community College:	Medical Laboratory Technology WV Northern Community College	Wheeling

PARTNERSHIPS IN VOCATIONAL EDUCATION

Private Sector Involvement:

During the 1987-88 school year, all eligible recipients in West Virginia involved the public in the provision of vocational education at the local level to some degree. Most all local educational agencies involved business concerns and labor organizations to assist in the modernization of vocational education programs through representation of the private sector on vocational advisory committees. In addition, facilities of private companies were used to train vocational students and instructional staff; vocational facilities were used to train workers from the private sector; and many types of cooperative arrangements designed to meet unique needs of vocational education and those of businesses and industry were utilized in varying degrees throughout the state.

According to responses to a 1988 survey conducted by the West Virginia State Council on Vocational Education, (see Appendix I, Executive Summary, "Survey - Carl D. Perkins Vocational Education Act") 75% of the local vocational administrators considered the partnership between vocational education and the private sector to be of at least moderate value. Only 12.5% of the responders considered the contribution by the private sector to be of very little or no value. Local administrators praised the private sector for specific contributions such as providing training sites for cooperative education students; donations of material and equipment; hiring of vocational graduates, particularly handicapped; providing recognition programs for vocational students; providing on-site training for vocational instructors in new technology and procedures; assistance in developing curriculums; donations of money for projects such as a student assessment center; and donations of computer software.

Significant involvement of the private sector in vocational education programs is difficult in some areas. Problems encountered most often involved time constraints, with understandable difficulties in getting representatives of the private sector and representatives of vocational education together for planning activities of mutual benefit. Other barriers listed included lack of business and industrial firms in rural counties; lack of initiative by representatives of both groups; apathy on the part of vocational education; lack of interest on the part of the local businesses; and sterotyped concepts by the private sector of the role and function of vocational education.

Every local educational agency plan for vocational education submitted for FY-88 indicated representatives from business and industry and from local labor organizations served on the local vocational education advisory council. Many councils were largely composed of such representation. Local vocational education administrators spoke highly of contributions by the councils. In addition to assisting in program planning and evaluation, many councils sponsored activities such as award programs and vocational graduation exercises. Several administrators commented that the employers on the council were the best source of jobs for vocational graduates; some employers said they hired only vocational graduates.

Coordination with the Job Training Partnership Act:

Coordination of vocational education and the Job Training Partnership Act (JTPA) in most areas of the state is adequate. At the state level, administrators of the JTPA program are housed in offices of the Bureau of Vocational, Technical and Adult Education and are involved in all meetings and workshops sponsored by the Bureau. The annual local educational agency plan for vocational education contains all application forms for JTPA and representatives of JTPA share instructional time with state vocational presenters at the planning workshops held each year in various locations throughout the state.

With the exception of certain programs sponsored through Private Industry Councils, county vocational directors are involved in establishment of JTPA programs and may serve as local project directors. There appears to be a close working relationship at state and local levels between vocational education and JTPA, sharing of facilites and equipment is common, and there is little evidence of duplication of effort in programs conducted and target populations served.

Forty-two of 52 persons responding to a survey relating to the coordination of JTPA and vocational education (see Appendix II, Executive Summary, "JTPA-Vocational Education"), conducted in 1988 by the West Virginia Council on Vocational Education, indicated there is adequate coordination of JTPA-funded activities and regular vocational programs. Negative responses were largely limited to one area of the state where JTPA projects are sponsored by a Private Industry Council. In the comment section of the survey, many vocational educators expressed satisfaction with JTPA activities and spoke highly of JTPA services and programs such as dropout prevention and the summer youth remediation program.

Comments received on the JTPA-Vocational Education survey indicated some improvements should be considered relating to the JTPA program, although most did not pertain to coordination: reduce the amount of paperwork required for JTPA projects by local vocational administrators; assure that vocational education is represented on every Private Industry Council; involve vocational educators in planning projects sponsored by Private Industry Councils that contract with community based organizations in order to avoid duplication of programs and services already being provided; lessen the time required by local vocational education administrators to do the required recruitment, placement and reports; and eliminate any requirement that a local board of education must apply, where one exists, only through a Private Industry Council for JTPA projects.

FINANCIAL ANALYSIS
EXPENDITURES OF VOCATIONAL EDUCATION FUNDS
WEST VIRGINIA
FY-88

Methods for Allocating Vocational Funds:

Secondary regular vocational programs are reimbursed through a formula that computes the pro-rata share of student contact hours including adults in secondary programs, for each eligible recipient. (A contact hour is roughly equivalent to a class period.) Allocations are based on enrollments in the two semesters immediately preceding the allocation period. Contact hours are not weighted. Only state funds are used in this category.

Allocations for support of students with special needs, both disadvantaged and handicapped, are based on a formula that includes the number of children from low income families and the number of handicapped or disadvantaged students served during the previous year. These formulae, prescribed by federal legislation, are used for distribution of federal funds.

State funds for replacement, repair, and/or moderization of equipment are distributed through a formula designed to provide more money to programs with outmoded equipment. The formula includes use of the Consumer Price Index, age of the equipment, initial cost, and date of purchase.

Vocational travel funds are allocated by a formula based on weighted full-time equivalent employment of vocational personnel, and membership in vocational youth organizations. Extra weighting is given for instructors of agriculture, health, and cooperative education because of required student supervision. A weighting factor is also given to counties with a higher than average distance/degree of difficulty in traveling to the usual sites for statewide vocational meetings. Only state funds are used for travel allocations.

Reimbursement is provided those counties that employ vocational job placement coordinators. Each county involved receives a pro-rata share, based on total secondary contact hours, of the amount available. Only state funds are used in this category.

State or federal funds may be used to assist counties in conducting adult prepartory programs. The allocation is based on the salaries and fixed costs of instructors. Normally, all costs for salaries, and depending on funds available, up to 100% of fixed costs, are reimbursed.

Adult supplemental (part-time) classes are funded from state or federal funds on the basis of a fixed hourly rate for instruction. This account usually is sufficient to meet about half of the requests. Each county makes application for a proposed number of hours of instruction; after review and correction, if necessary, each county receives a pro-rata share based on adjusted requests.

Financial Analysis

Grant programs, usually federal, include single parent/homemaker, sex equity, personnel development, community based organizations, research, and exemplary. Eligible recipients request funds by filing an application or proposal that includes the purpose of the project, a description of the populations to be served, the expected benefits of the project, and a complete project budget. A project recieves enough funds to accomplish the objectives or no funds at all.

State or federal funds may be allocated for program establishment, improvement, or expansion. Eligible recipients may request "incentive" funds by submitting an application similar to that used in requesting grant programs; however, proposals may receive a lesser amount than requested if funds are limited.

Construction requests are given a funding priority which is based on a formula that includes several factors, such as percent of population presently served. Construction funds are included in the "improvement package" portion of the budget submitted to the legislature. Counties may also apply directly to the legislature for grants for school construction.

Funds allocated to the state under provisions of the Carl D. Perkins Vocational Education Act, excepting consumer and homemaking, are shared with the West Virginia Board of Regents to partially pay costs of operating postsecondary vocational programs in state and community colleges. The formula is based on full-time equivalent students served during the year immediately preceding the allocation period. Each board receives a pro-rata share, which approximates an 80-20 percent division each year. The percent for the past two years is listed below.

	FY-87	FY-88
WV Board of Education	79.18%	79.75%
WV Board of Regents	20.82%	20.25%

Assessment of Distribution of Funds:

Allocations of state and federal funds are based on reasonable, documented, and equitable criteria. The wide variation in methods used to compute allocations to eligible recipients allows funds to be spent where the most need exists, and where the most return can be expected. Formulae criteria are documented and records of the components used in computing allocations are maintained for in computer files or on microfiche, or both, in the state office.

Advisory groups representing county boards of education and other eligible recipients, as well as the State Advisory Council for Vocational Education (presently the State Council on Vocational Education) were utilized in determining various vocational formulae components and the manner of allocation. Eligible recipients appear to be satisfied with the manner in which vocational funds are distributed.

IMPROVING VOCATIONAL EDUCATION

In 1986 the West Virginia State Board of Education, in an effort to assure that vocational education kept abreast of changing technology and requirements in the workplace, directed the Bureau of Vocational, Technical and Adult Education to prepare a plan for redesign and refocus of vocational education. During the next several months, a massive fact-finding effort, including sponsoring a total of 85 public hearings attended by 3,450 persons, was conducted by the Bureau. With the release of the "Plan for the Redesign and Refocus of Vocational, Technical and Adult Education," adopted by the state board in February, 1988, desirable changes began to take place in vocational activities relating to the redesign and refocus of vocational education in FY-88.

- Provisions were established by the legislature to include up to 1,000 full-time equivalent adult enrollments in the secondary school aid formula.

- Goals and activities relating to services to single parents with dependent children were redesigned and recruitment efforts were intensified, particularly of female high school dropouts.

- A task force was appointed to develop guidelines for procedures that would result in a four-year educational plan being prepared for each student. The task force completed its assignment and presented its report, complete with applicable forms and instructions, in late 1988.

- Restrictions governing daily class length of vocational curriculums were relaxed, allowing much greater flexibility in scheduling and promoting enrollment in vocational programs by course, a procedure used by all colleges.

- Minimums were established for the number of students per class and for placement of vocational graduates.

- Provisions were developed to allow a greater number of teachers to be certified as career exploration instructors.

- Definitions were established for completers of vocational programs, allowing for more uniform reporting and followup.

- Efforts to provide remediation for students who were deficient in basic skills of math and English were intensified.

- State and/or community colleges, working cooperatively with secondary vocational education, increased the number of articulation agreements that allow college credits for certain basic vocational courses.

- In cooperation with administrators of the Job Training Partnership Act, activities relating to dropout prevention were increased.

- A 13th-year advanced program for adults was established.

- Partially as a result of the Bureau utilizing satellite video presentations, VCR films, and other recruitment tools, adult enrollments in vocational education and Adult Basic Education were increased.

- The method of evaluation of local programs was redesigned, allowing program coordinators more time spent for technical assistance and reducing the amount of time spent on evaluation teams.

- In an effort to alleviate a sterotyped concept held by some that vocational education is only for low achievers, changes in nomenclature for vocational education were made, including the adoption of "Technology Education" for programs known as industrial arts; "Technical Education I and Technical Education II" for seondary vocational education programs; and "Technical Education III" for adult preparatory programs. Some County boards of education changed the names of vocational centers to "Technical Center."

- Additional technical assistance was provided to local educational agencies, particularly in budgeting, relating to services to students with special needs. The concept of mainstreaming handicapped and disadvantaged students into regular vocational curriculums was promoted to the extent that most of the remaining special programs were abolished in favor of training these students in regular programs.

The West Virginia State Council On Vocational Education administered two surveys of vocational education directors and of providers of JTPA programs in the state. These surveys were designed to determine if programs conducted under provisions of the Carl D. Perkins Vocational Education Act and the Job Training Partnership Act were adequate and effective in achieving their respective purposes, particularly with respect to services provided to handicapped and to economically disadvantaged persons in the state. Results of the surveys indicated that programs under each Act were effective and, to a certain degree, adequate; however, not all students who could benefit were reached. Executive summaries of the surveys are in Appendix I and Appendix II of this report.

RECOMMENDATIONS

Recommendation: A method should be devised by which the monetary value of adults enrolled in secondary programs, and eligible for reimbursement under the state school aid formula, can be ascertained by county boards of education; develop policies that assure that vocational education receives an equitable share of this reimbursement.

Rationale: State law prohibits collection of tuition from adults enrolled in secondary programs unless the adult is from another state or unless the adult is covered by some federal financial assistance program. Up to a total of 1,000 full-time equivalent student enrollments, these adults are now included in the school state aid formula; however, under current practices there is no way to determine the monetary value of the adult enrollments. County vocational education directors must use part of their regular budget to defray costs of the adults in secondary programs without any way to recover the costs except by appealing to the local superintendent or school board. This situation does not encourage local vocational directors to actively recruit and enroll adults in secondary programs.

Recommendation: A task force should be appointed to review the existing contractual agreement between the West Virginia Board of Education and the West Virginia Board of Regents with consideration given to expansion or revision of the agreement in regard to division of federal funds, articulation of secondary students into postsecondary programs at state or community colleges, exchange of statistical data between the two boards, elimination of undesirable duplication of programs offered, and sharing of facilities by local boards of education and state or community colleges in the area.

Rationale: The contractual agreement between the two boards has been in existence for several years without review or amendment. The agreement is largely devoted to describing the method to be used to equitably share funds received by the West Virginia State Board of Education under provisons of the Carl D. Perkins Vocational Education Act of 1984. Consideration should be given to revising the agreement to include provisions for articulation between secondary schools and state and community colleges, including sharing of facilities, transition of secondary students into college, and guidelines for determining which institution should drop a program where undesirable duplication of effort exists.

Recommendation: A task force or other body should be directed to establish policies regarding establishment and implementation of developmental guidance programs, and to provide recommendations for securing the fiscal resources necessary to conduct the programs.

Rationale: The report for the committee on Redesign and Refocus of Vocational Education includes a recommendation for establishing developmental guidance programs throughout the state. Local boards of education appear to be unsure of the definition of developmental guidance, how to best implement the recommendation, what certification, if any, is required of teachers, and how counties will be reimbursed when programs are established. Clarification of the deveopmental guidance program is needed.

Recommendation: Update and provide to local vocational administrators revised copies of the POLICIES AND PROCEDURES MANUAL, LOCAL EDUCATIONAL AGENCIES.

Rationale: The policies and procedures manual, distributed to local vocational administrators in 1978, was last updated in 1981. The manual has proved to be very useful at the local level and, despite being totally out of date in some sections, is still being used. Although much of the manual will remain

Recommendations:

unchanged, certain sections need to be revised to conform with provisions of the state plan, particulary in areas dealing with fiscal formulas and restrictions regarding use of federal and state funds.

Recommendation: Develop policies and guidelines which, when implemented, will assure that assessment of disadvantaged vocational education students will, in every vocational program in the state, at least meet minimum requirements of Section 204 of the Carl D. Perkins Vocational Education Act.

Rationale: The Carl D. Perkins Vocational Education Act requires that each disadvantaged student who enrolls in a vocational education program receive assessment for interest, abilities, and special needs. In some counties, minimum requirements of the Act are being surpassed; however, in other counties the assessment program does not meet minimum requirements. In at least one county, disadvantaged students recieve no assessment at all. Throughout the state, differing methods and instruments are used for student assessment, and, in some instances, the methods and instruments used will not produce reliable data regarding special needs of disadvantaged students.

Recommendation: At the state level, develop strategies for the dissemination of information relating to student financial aid.

Rationale: Increasing numbers of students are eligible for financial student aid under one or more of the many private, state or federal agencies that specialize in this service. Local administrators seldom have the time to become expert in this area. There needs to be some contact in the state where questions can be answered and information can be obtained regarding financial student aid available, eligibility, completion of applications, and maintenance of required records.

Recommendation: The State Board of Education should utilize the State Council on Vocational Education to assist in establishing technical advisory committees. The establishment of the technical committees should be accelerated.

Rationale: The plan for redesign and refocus of vocational education adopted by the West Virginia Department of Education specifies that five technical committees will be established each year. There are at least 30 curriculums or curriculum clusters in operation in the state for which technical committees will be needed. With five committees to be established during FY-89, it will take five more years to get the minimum number of committees in place.

In the ever-changing world of work, and with rapid advances in technology in the school and in the workplace, curriculum materials and learning outcomes may need revision as often as every two or three years. Professional staff of the Bureau of Vocational, Technical and Adult Education can more nearly keep the curriculums and learning outcomes up to date by using the expertise of members of technical committees. These committees can also provide valuable information regarding establishment and equipping of new programs.

APPENDIX I

EXECUTIVE SUMMARY
SURVEY BY THE WV STATE COUNCIL ON VOCATIONAL EDUCATION
JTPA - VOCATIONAL EDUCATION

In order to evaluate the vocational education program delivery system assisted under provisons of the Carl D. Perkins Vocational Education Act and the Job Training Partnership Act (JTPA) in terms of their adequacy and effectiveness in achieving their respective purposes, the WV State Council on Vocational Education distributed a four-page, 21-item questionaire. The questionaire was sent to each county vocational director, to administrators of each Private Industry Council, to the West Virginia Board of Regents, to regional WV Board of Regents JTPA coordinators, and to the state director of the Employment and Training Division of the Governor's Office of Economic and Community Development. Sixty-one persons responded to the survey.

Although two-thirds of the responders were aware of JTPA programs offered by other service providers in the county, only 19 of 57 indicated they had any involvement in planning of JTPA programs operated by other providers. Of those who indicated some contact with other providers, most stated the involvement was restriced to sharing of facilities.

In answer to the question, "Do you feel there is adequate coordination of JTPA-funded activities and your regular vocational education programs," more than 80% of the vocational directors answered that there was adequate coordination; however, responders representing the Board of Regents totally disagreed. In the comment section of this question, a need for better coordination with one Private Industry Council was mentioned by some vocational directors, while most Board of Regents personnel indicated little or no coordination existed.

Only agencies that conducted JTPA programs (36) completed the remainder of the survey, which related to coordination and operation of JTPA programs at the local level.

Performance standards required by JTPA influence recruitment practices. Twenty-three of the 40 responders listed "Always" or "Usually" in answer to this query; only ten said the standards did not affect recruitment; however, in a subsequent question, 28 responders said the influence imposed by the standards only occasionally or never hindered JTPA from serving the populations most at risk.

Responses varied widely regarding the extent to which county education systems were given the opportunity to provide JTPA programs and services. Most negative attitudes were registered by representatives in an area covered by one Private Industry Council. In the remainder of the state, local vocational directors were provided opportunities to provide JTPA programs and services and were encouraged to participate.

Improvements could be made regarding the exchanging of program listings and the development of cooperative agreements; however, this deficit seemed to be mainly a paperwork problem because local directors were aware of all JTPA programs and services in their area.

Comments received on various items throughout the questionnaire indicated the tendency of JTPA to accept only students who had a good chance of being placed. Responders blamed JTPA minimum placement requirements and noted that many students who would benefit by being in JTPA programs were not selected solely because of placement potential.

Percentages of eligible populations served in 1988, as compared to last year, were greater overall, but not to a significant degree. Services to single parents with dependent children increased in twelve counties and remained about the same in six, but nine counties reported that fewer handicapped students were served.

Despite a few negative comments from responders, usually relating to program restrictions and paperwork, the coordination between vocational education and JTPA appears to be quite good except in one region. Vocational directors are well-informed of the programs proposed and operated by JTPA and programs under each Act appear to be adequate and effective.

APPENDIX II

EXECUTIVE SUMMARY
SURVEY BY THE WV STATE COUNCIL ON VOCATIONAL EDUCATION
CARL D. PERKINS VOCATIONAL EDUCATION ACT

In order to evaluate the adequacy and effectiveness of programs and services conducted under provisions of the Carl D. Perkins Vocational Education Act, the WV State Council on Vocational Education sent a four-page, 32-item questionnaire to 61 vocational directors/coordinators, covering each local educational agency in the state. The survey elicited responses concerning accessibility for special populations, adequacy of services for special populations, the usefulness of set-asides under the Act, the allocation formula used to disburse disadvantaged and handicapped funds, and involvement in vocational education by the private sector.

Thirty-three vocational education directors responded to the survey. Highlights of the responses are listed below; a copy of the complete summary of responses is available upon request to the Council.

Accessibility for Special Populations-Numbers Enrolled in Quality Vocational Programs:

Services generally were about at the same level as for 1987; however, 12 agencies served a higher percentage handicapped, eight agencies served a higher percentage of disadvantaged, six agencies served a highter percentage of adults needing training or retraining, nine agencies served a higher percentage of single parents/homemakers, and seven agencies served a higher percentage in programs to eliminate sex bias and stereotyping. No more than four agencies indicated that a lesser percentage was being served in any category.

Adequacy of Vocational Education for Special Populations:

At both secondary and postsecondary levels, services were rated as good or excellent in every category except day care. Most vocational centers do not provide day care services. Other questionnaire categories received good marks - instructional personnel, equipment, transportation, facilities, programming, curricula, counseling, placement, and coordination with other service providers or agencies.

Limitations to vocational education accessibility by high school graduation requirements:

Many directors who administered county or multi-county vocational centers responded that the graduation requirements usually or always posed limitations; all but two administrators responded that the requirements limited participation in vocational education: Always - 5, Usually - 7, Occasionally - 17, Never - 2.

Effect of Set-Asides on Services to Special Populations:

Most responses indicated that the set-asides had resulted in positive effects, many stating in the comment section that the set-asides allowed services never before available. A few responders said the money was too hard to use and that paperwork requirements were excessive; however, the sentiments were largely offset by comments such as; "Many of these individuals would not have an opportunity to participate in vocational education without use of set-asides," and "Assures a program that would not be possible otherwise."

Degree to Which Funding Formulae Affect Services:

Twenty-six responders indicated the formulae had a positive effect; only seven said the formulae promoted a slightly or moderately negative effect.

Extent to Which Vocational Education has Involved the Private Sector:

Although most directors indicated the private sector was involved, may indicated the involvement was largely through service on advisory councils. On the average, 25 directors responded that the private sector was involved in each of the seven areas listed on the questionnaire, with the involvement listed as moderate. Barriers to involvement of the private sector listed time as the most prohibitive, followed by lack of interest by vocational education and/or the private sector.

Comments made in various portions of the survey clearly indicated that, although the Carl D. Perkins Vocational Education Act funds are largely restricted in some manner in which they can be spent, the very fact that the funds were restricted to vocational education meant that they are also administered by vocational education and, therefore, are fully available for vocational purposes. Directors are comfortable with this situation and, with few exceptions, putting the allocations to good use.